VCE
HANDBOOK
FOR 2024

YARRAWONGA COLLEGE P-12

Dream Believe Succeed

CONTENTS

INTRODUCTION

Congratulations on your decision to complete your senior years of schooling by undertaking a Victorian Certificate of Education (**VCE**) at Yarrawonga College P-12.

Yarrawonga College P-12 offers the above certificate, as well as a wide variety of options that can be incorporated into the VCE including Vocational Education and Training certificates (**VET**), in order to provide each student with an individualised pathway to employment or further education and training.

At Yarrawonga College P-12 we see our senior students as role models. They are given a great deal of responsibility for their own learning and many opportunities to display leadership.

Within this handbook, senior students and parents should be able to find all the information they need with respect to selecting an appropriate course, gaining help and progressing through their studies.

Information of use may also be found on the college website. Our web address is www.yarrawonga.vic.edu.au. Students may access their workspace and timetable from this site.

KEY CONTACTS

Should you have any queries about the information in this guide, require help in choosing an appropriate program or require any other assistance throughout your senior studies, please contact any of the people below on (03) 57441751 or via email at yarrawonga.p12@education.vic.gov.au

Principal	Mr Damien Keel
Campus Principal	Mrs Jo McCarthy
Senior School Leaders	Mr Chris O'Neill and Mr Alistair Angwin
Pathways Leader	Mr Jack Sutherland
Year 12 Coordinator	Ms Anna Beex
Year 11 Coordinator	Ms Sophie Pattison
Year 10 Coordinator	Ms Bec Jones
Year 9 Coordinator	Ms Brooke McDougall
Student Welfare Coordinator	Ms Amy Webber

General contact details   Yarrawonga College P-12
Pinniger Street (P.O. Box 39)
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OUR AIMS, MISSION STATEMENT AND VALUES

Aims for Students

Yarrawonga College P-12 promotes high achievement by developing the learning capacities of all students, enabling them to be:

- Motivated lifelong learners striving to achieve excellence
- Students who demonstrate respect, compassion, honesty and tolerance for others
- Innovative and resilient learners, inquisitive of the world around them
- Students competent in the essential skills of literacy and numeracy, allowing all to reach their full potential
- Technologically capable students who can adapt to a rapidly advancing world
- Socially responsible students who contribute positively to the community

Mission for Staff

Staff will assist students to succeed by providing:

- A broad, challenging, innovative and authentic learning environment
- An ethos of respect, tolerance, compassion and acknowledgement of success
- A differentiated curriculum based on best teaching practice
- Access to the latest technology and ensuring their own skills are updated regularly
- A supportive framework focused on mentoring and coaching through teamwork
- A safe learning environment based on the principles of restorative justice
- Quality opportunities for each student to develop a range of leadership capabilities

VALUES FOR YCP12 COMMUNITY

- **Integrity** – acting ethically and fairly at all times, ensuring consistency between words and actions. Upholding the College values in everything we do.
- **Honesty** – always being truthful, fair and true to oneself and others.
- **Cooperation** – working together, communicating effectively and supporting each other in a positive manner
- **Respect** – treating others with consideration, being courteous at all times and acknowledging the beliefs and rights of others
- **Responsibility** – taking ownership of our behaviour and actions and setting a positive example for others

BELL TIMES

9.00 – 10.00 am	Period 1
10.00 – 11.00 am	Period 2
11.00 – 11.25 am	Recess
11.30 – 12.30 pm	Period 3
12.30 – 1.30 pm	Period 4
1.30 – 2.15 pm	LUNCH
2.15 – 3.15 pm	Period 5

ATTENDANCE AND PUNCTUALITY

Students are expected to attend all classes. By maintaining regular attendance learning is not disrupted so students do better and are happier. Teachers are also more confidently able to authenticate student work.

The VCAA requires schools to establish and publish a minimum attendance requirement for VCE studies. The minimum attendance requirement at Yarrawonga College P-12 is 85%.

Where students are absent on legitimate grounds it is expected that appropriate evidence will be provided to the Year Level Coordinator. Legitimate absences would include illness, bereavement, school-based activities (e.g. excursions, sports days, camps, etc), and regional, State or Australian representation. Satisfactory evidence would include a note or telephone call from a parent / guardian, medical certificate or statement from a health worker. The college reserves the right to request a medical certificate or statement from a health worker where a student has had a significant level of absences (greater than 12 days per unit).

Students who do not meet the attendance requirements without supporting evidence can be awarded an "N" (not satisfactory) for the unit.

Students are expected to begin all classes on time. Late arrivals interrupt the learning of others and also affect your ability to achieve your best. On occasions where a student does arrive late to class, they should provide a note explaining why they are late.

LATE ARRIVAL & EARLY DEPARTURE

Students are not generally permitted to leave school grounds without first providing a written explanation from parents, or without the parent or guardian signing them out at the General Office. The only exceptions to this are students who have applied for and received a lunch pass or private study pass and students engaged in a specific approved independent learning activity.

Lunch pass students may leave the school grounds at lunchtime only to go directly home. Students must make sure they carry their pass with them at all times.

VCE students may apply for late arrival to school and early departure from school where their private study periods coincide with the start or end of the school day. This process is to enable senior students to plan their "optimal" study program, allowing them to study at home and use resources in the community. Senior students will be issued with a "Private Study Pass" and MUST sign in and out through the general office, using their pass as confirmation of permission to do so. Failure to follow the correct procedures, and use this time as intended, will result in this privilege being removed. When College assemblies or other special functions are held senior students must attend.

With a greater emphasis being placed on independent learning by students, at times small groups or individuals may need to carry out research outside the College. Each time a student leaves the College he/she should complete a form which is located in the General Office. The following information will be recorded:
- name(s) of student(s);
- description of the activity to be undertaken and the location;
- time of leaving and returning; and
- name of the teacher granting permission for the activity.

TRANSPORT TO AND FROM THE COLLEGE

Exemplary behaviour by students is expected while students travel to and from school as this is when our students reflect our school to the wider community. Some students in the Senior Year Levels will gain their Licence and wish to drive to school. Students driving to school with parental permission must comply with the following conditions:
- Student drivers must complete an application form available from their Coordinator.
- Student drivers must not transport any other student to or from school or any school activity.
- Student drivers must park in McLean Street and not in the staff car park.
- Student drivers are not permitted to use their car during the school day.
- Caution and safe driving practices must be displayed at ALL times.

Failure to comply with these guidelines will result in driving privileges being revoked. Student drivers who transport other students may have their enrolment terminated.

COMPUTER NETWORK USAGE

The College provides computers to support the educational program of the college and to improve student learning. All computer usage and Internet access is to directly relate to educational curriculum aspects.

HOME LEARNING POLICY

Teachers at Yarrawonga College P-12 will set home learning tasks to be completed at home. This may include: work to be completed overnight; assignments and projects to be completed over a longer period of time; revision of class work in preparation for tests; work to be finished off from a class that day; pre-reading for new work; reading of novels; etc.

Students will always have some home learning that is able to be completed.
The following times per night are recommended (including weekends):

Yr 9 & 10 – 1.5 hours per night (5-7 hours/week for Yr 9, 8-10 hours/week for Yr 10)
Yr 11 – 2 hours per night (10-15 hours/week)
Yr 12 – 2.5-3 hours per night (15-18 hours/week)

UNIFORM

Yarrawonga College P-12 is a full uniform school and an understanding of enrolment is that students will dress according to College requirements while attending school, at school functions, when representing the College and travelling to and from the College.

UNIFORM ITEMS
Girls Uniform

SUMMER
Jade and navy polo shirt with College logo
Navy shorts or skirt
Blue and white checked school dress
Black shoes (white socks) / with the option of plain runners with shorts or track pants
College broad brimmed or bucket hat

WINTER
Jade and navy windcheater with College logo
Jade and navy polo shirt with College logo
Jade, navy and white tartan skirt with fitted white shirt or polo shirt
Navy pants – tailored or track pant option
Black shoes (white socks) / with the option of plain runners with shorts or track pants

Boys Uniform

SUMMER
Jade and navy polo shirt with College logo
Navy shorts
Black shoes and white socks
College broad brimmed or bucket hat
Black shoes (white socks) / with the option of plain runners with shorts or track pants

WINTER
Jade and navy windcheater with College logo
Jade and navy polo shirt with College logo
Navy pants – tailored or track pant option
Black shoes (white socks) / with the option of plain runners with shorts or track pants

YEAR 12 ORIENTATION PROGRAM

Year 12 students will attend an orientation program early in the year. Students are expected to attend this program as it is an important part of the school year. During this time students will undertake a variety of tasks designed to develop problem-solving abilities, awareness and confidence in themselves and others.

RESPONSIBILITIES AND EXPECTATIONS OF STUDENTS

Students should read this booklet carefully. Most areas will be discussed in detail during the Semester.
- All of the outcomes' progress and completion dates must be adhered to and students should familiarise themselves with these.
- Students are expected to attend **ALL** classes. Any work missed due to absence is to be completed in the student's own time.
- Students must see the Unit teacher or the Co-ordinator immediately if they believe they may not be able to meet a deadline for any reason.
- Students should use "Private Study" time to:
  - ❑ complete class work;
  - ❑ revise class notes; and
  - ❑ prepare / research for current work.
- Students are expected to keep up-to-date records, in either a planner or diary, of all assessment task dates.
- Students are not permitted to take time off from other classes, or stay at home, to complete coursework or school-assessed tasks.
- Students should take care of all equipment and materials belonging to themselves and the College.

- Any College/community based activity which affects attendance at normal, timetabled classes requires one week's notice to be given to staff whose classes will be affected.
- Students are expected to wear the uniform, as specified, at all times.
- Students are expected to act as role models for junior students by showing leadership, responsibility and co-operation.

RESPONSIBILITIES AND EXPECTATIONS OF TEACHERS

- Teachers will provide students with a recognised Course Syllabus which allows students within a course to achieve at their highest level.
- Teachers will set assessment tasks which are spread as evenly as possible to allow students time to complete work at the highest standard.
- Teachers will outline tasks and set dates at the beginning of each Semester and make these available, in writing, to the students. For on-going tasks, both interim and final dates will be given, eg. folio work.
- Teachers will notify parents of students who have not completed work by the due date.
- Teachers will maintain an accurate record of class attendance.
- Teachers will notify the Co-ordinator of students "at risk".

RESPONSIBILITIES AND EXPECTATIONS OF PARENTS

Parents are asked to co-operate with the College by ensuring that students meet expectations in regard to:
- attendance at school;
- punctuality;
- co-operative behaviour within the classroom, during private study and around the school;
- attendance at parent/teacher interviews;
- provision of a suitable home study environment; and
- provision of school uniform.

THE VICTORIAN CERTIFICATEOF EDUCATION (VCE)

The **VCE** is a certificate that recognises the successful completion of a student's secondary education. It is an outstanding qualification that is recognised around the world. The VCE provides pathways to further study at university, Technical and Further Education (**TAFE**) and to the world of work.

A student's VCE program of studies is taken over a minimum of two years. Students select a program of studies from the many possible VCE studies. The College cannot obviously run all studies so most students select their program from those units offered by the College. However, some students do choose to complete units not offered at Yarrawonga College P-12 by enrolling with an outside provider (another school), by completing the study via distance education or by linking with another school and receiving instruction via video conferencing arrangements.

Yarrawonga College P-12 offers a wide range of VCE subjects that enable students to acquire skills and knowledge in areas that interest them and follow pathways into further education and training or employment in those areas. It is possible to include a school-based apprenticeship or traineeship or a VCE VET subject as part of students course and gain credit towards TAFE qualifications while completing the VCE.

Opportunity is available for very capable Year 12 students to complete the first year of a University subject whilst in their final year of schooling. Subjects are offered by a number of universities and include subjects like: Accounting, Art, History, Chemistry, English Literature, History/Politics, Mathematics, Philosophy, Psychology, etc. University studies count as a bonus of 10% of the maximum score possible for a sixth VCE study. There is a cost per Semester. See the VCE Coordinator for more detailed information.

Requirements for the award of the VCE

The minimum requirement for award of the VCE is the satisfactory completion of 16 units including:
- three units from the English group including a Unit 3 and 4 sequence.
- at least three sequences of Unit 3 and 4 studies other than English.

For satisfactory completion of a unit, students must demonstrate the outcomes for the unit as specified in the study design. Students can do this by maintaining regular attendance and producing and submitting on time, work that is clearly their own and meets the required standard.

Additional Assessment in VCE Studies

In addition to assessment as satisfactory or not satisfactory, in most VCE studies at the Unit 3 and 4 level a student's performance will also be assessed for contribution towards a study score. This assessment will be done through External Examinations as well as School Assessed Coursework (SACs) and / or School Assessed Tasks (SATs). Students must submit SACs and SATs on time and the work must clearly be their own. Results on these assessments will ultimately contribute to a student's Rank (ATAR).

The General Achievement Test (GAT) is likely to be held in September. The GAT is primarily used as a means of monitoring grade levels awarded by schools for SACs and SATs. The GAT is compulsory for all students attempting a Unit 3 and 4 VCE study.

Achievement of Outcomes for Satisfactory Completion

A unit of study is satisfactorily completed when the student has demonstrated achievement of each of the outcomes for the unit that are specified in the study design. This decision will be based on the teacher's judgment of the student's performance on assessment tasks designated for the unit. A student will receive an "S" or an "N" for each unit studied.

The judgment of satisfactory completion is a school responsibility.

Achievement of an outcome means:
- the work meets the required standard as described in the outcomes;
- the work was submitted on time;
- the work is clearly the student's own;
- there has been no substantive breach of rules.

If all outcomes are achieved, the student receives S (satisfactory) for the unit.

A student may not be granted satisfactory completion if:
- the work is not of the required standard as described in the outcomes;
- the student has failed to meet a school deadline for the assessment task, including where an extension of time has been granted for any reason, including Special Provision;
- the work cannot be authenticated; or
- there has been a substantive breach of rules including school attendance rules.

If any of the outcomes are not achieved, the student receives "N" (not satisfactory) for the unit.

Where a student has completed work but there has been a substantive breach of class attendance, the student may be awarded an "N".

Outcomes and Assessment Tasks

An assessment task is a piece (or pieces) of work for a unit that provides opportunities for students to demonstrate achievement of the outcomes. These tasks might include a test, essay, practical report, investigation, folio of work or a model depending on the requirements of the study. These are also referred to as **coursework** or **school assessed tasks (SATs)**.

In Units 1 & 2 (Year 11), students will only receive an "S" or "N" for the outcomes of the unit based on their performance on the designated assessment tasks.

In Units 3 & 4 (Year 12) there are two forms of assessment: **coursework** and/or **school-assessed tasks** and **examinations.** Students will receive a grade for coursework and/or school assessed tasks, as well as for examinations, and this grade will count towards a student's study score in that unit and ultimately towards the student's Australian Tertiary Admissions Rank (ATAR).

Coursework

Coursework assessment is an assessment of each student's level of achievement based on a selection of the assessment tasks designated in the study design. For each coursework component a range of assessment tasks is available. Task selection is solely the teacher's decision.

Coursework assessment must be part of the regular teaching and learning program and must be completed mainly in class time. They are to be completed within a limited timeframe and the scope of each task is restricted. Some of the work may be completed outside of class time, for example, where students are using computers to produce work. The nature of coursework means that teachers should not be looking at draft material. Teachers are not required to formally sight drafts or to record their completion. Teachers must not mark or provide comments on any draft of work that is to be submitted for coursework assessment.

Schools are responsible for the initial assessment of coursework and teachers may give students their coursework marks on individual tasks. However, coursework scores are statistically moderated against the examination marks in that study and hence may change as a result of moderation.

It is important in Units 3 & 4 that students are present for all coursework assessments.

School Assessed Tasks

Some studies require students to complete a school-assessed task (SAT). A school-assessed task might be a folio of writing or artwork, a model, a research report or investigation. They are generally completed over an extended period of time, unlike coursework which is completed in generally less than 5 or 6 class periods.

With school-assessed tasks students must draft their work and teachers must make written comments on only one draft. This draft must be submitted with the final work. Schools are responsible for the initial assessments of school-assessed tasks and teachers may advise students of their initial grades. However, school-assessed task grades are monitored using the General Achievement Test (GAT), and may be required for review. In this case two independent assessors will visit the College and review the student work.

Timelines and Deadlines

At the beginning of the year students will be provided with completion dates for all assessments.

In the case of coursework, specific details of the task, such as topics, will only be given just prior to the starting date of the task. This prevents students from spending longer on the task than is required.

In the case of school-assessed tasks full details may be given at the start of the unit to enable students to adequately research and prepare for that task.

All assessment task dates must be adhered to strictly, except where the planning document has been adjusted and revised during the unit. Work must be handed in on, or before, the due date, unless an extension has been granted. Work that is submitted late **will not be graded** and in the case of school-assessed coursework or

school-assessed tasks the student would receive "NA" (not assessed) for that task. "NA" contributes no marks towards the student's study score and ATAR.

Assessment tasks must be handed to the Unit teacher by 3.30pm on the due date.

Students who are absent on the day of a SAT submission must still submit their SAT and may need to consider using siblings, friends or parents to do this.
Students who are absent on the day of school-assessed coursework should apply for Special Provision. In circumstances where students have legitimate grounds through illness or other special circumstances for not submitting work required for assessments, the most common form of Special Provision is extension of time. When a student is absent for a coursework assessment in Units 3 & 4, they must see the VCE Coordinator **as soon as they return** with a note from home or medical certificate explaining their absence. If additional time is granted, they will be provided with a "Coursework Absence Form" which must be completed by the student and then discussed with the class teacher. Completed forms are to be given to the VCE Coordinator for filing.

Absence During SACs and SATs

Students who are absent for a SAC or SAT must see the Year Level Coordinator as soon as they return to school and apply for additional time to complete the assessment.

Special Provision

Special provision is available for a student who, at any time while studying for the VCE, is adversely affected in a significant way by:

- illness (physical or psychological)
- any factors relating to personal environment
- other serious cause
- an impairment or disability, including a learning disability.

It is the responsibility of the student to formally notify the VCE Coordinator of the details of circumstances that may require special provision. Students who feel they may qualify for special provision should seek advice from the VCE Coordinator as early as possible to avoid missing application deadlines. For students with disabilities or long-term medical conditions, this should occur at the start of the school year. For school-based assessment, the school will then determine if special provision is warranted and the form it will take. For special Examination Arrangements or Derived Exam Score Applications the VCAA will determine eligibility.
All applications must be made in writing.

Lost or Damaged Work

The teacher, or the student, who has lost or damaged work will need to complete a Statutory Declaration form. The Principal, acting on advice from the teacher, shall determine the Unit results for the student.

Authentication of Student Work

All work submitted by students must be their own. Students must acknowledge all resources used and must not receive any undue assistance from any other person in the preparation and submission of work. It is the responsibility of the student to provide appropriate evidence to substantiate that the work submitted is genuinely their own.

All students entering the VCE will sign a Yarrawonga College VCE Student Declaration (copy included) outlining VCE rules for students and their commitment to comply with these. Student Declarations will be filed in individual student files in the VCE office.

Acceptable levels of assistance include:
- the incorporation of ideas or material derived from other sources (eg. by reading, viewing or note taking) which has been transformed by the student and used in a new context;
- prompting and general advice from another person or source which leads to refinements and/or self-correction.

Unacceptable forms of assistance include:
- use, or copying, of another person's work or other resources without acknowledgment;
- actual corrections or improvements made or dictated by another person.

Breach of Rules

When it is suspected that a breach of rules has occurred, teachers must take the following steps:
1. Discuss the task or content with the student without mentioning your suspicions.
2. Ask the student to resubmit all or part of the task or provide evidence of the development of the work.
3. Establish knowledge of the student's ability/history - ask student's most recent teachers, obtain samples of other work.
4. Consult with the KLA Co-ordinator.
5. Give a supplementary assessment task (or test) related to the original task or supervise the completion of a task in class.

If the teacher still believes that the student has had undue assistance, and the matter is yet to be resolved, all information should be presented to the VCE Co-ordinator (in writing) who will initiate a student interview.

Student Interviews and Tests

Students may be requested to attend an interview or complete a supplementary task or test (written or oral) to demonstrate their understanding of the work.
The VCE Co-ordinator will give the student, in writing, at least 24 hours notice of the interview. A copy of the letter will be forwarded to the student, student's file and relevant school personnel. The interview panel will consist of VCE Co-ordinator, subject teacher, KLA Co-ordinator or other Principal Representative.

The student may have a friend or parent accompany him/her to the interview as a support person.

The interview will give the student the opportunity to demonstrate his/her understanding of the work by answering questions set by the panel.

Penalties Imposed

Following determination that a substantial breach of rules has occurred the Principal will decide on the most appropriate penalty to impose. These may include:

1. an opportunity for the student to resubmit work if this can occur within the dates designated by both the school and the VCAA;
2. refusal to accept that part of the work which cannot be authenticated and base a decision whether to award the work requirement an "N" or "S" upon the remainder of the work. In the case of a SAT (School Assessed Task), the score would be determined only on the sections that can be authenticated. The sections not accepted for assessment should be crossed out on the original of the SAT and the student ID sheet signed;
3. refusal to accept any part of the work or SAT in which case the student would be awarded an N for the assessment task (or "NA" for the SAT), and consequently an "N" for the unit of study.

Notification

If the school imposes a penalty for the Breach of Rules concerning authentication the following procedures must be followed:

1. A Breach of Rules report must be completed immediately and sent to the VCAA.
2. The student must be informed in writing within 14 days of the decision being made. A copy of the letter will be forwarded to the student, student's file and relevant school personnel.

Record Keeping

- Authentication Records and Declaration of Authenticity must be filed in the VCE office on completion of the SAT and will be kept until six months after the notification of results by the VCAA at the end of each year.
- All records and evidence concerning a breach of authentication for assessment tasks, coursework and SATs will be kept in the VCE office. These include evidence to substantiate the breach, record of interview and outcome of interview, penalties imposed, copies of supplementary tasks, student admission and copies of all formal letters completed.

Student Appeals

Students have the right of appeal to the school on decisions about:
- non-satisfactory completion of a unit;
- special provision.

Students have the right of appeal to the VCAA on:
- breach of authentication/breach of rules.

Non-satisfactory Completion of a Unit

Students may be awarded an "N" (Non-Satisfactory) for a unit because:
- they failed to meet a school deadline for a work requirement;
- they failed to meet a deadline where an extension of time had been granted for any reason, including special provision;
- they committed a substantial breach of attendance rules.

In these circumstances students have a right of appeal to the school.

The appeals committee should include the Principal or the Principal's delegate, a teacher other than the teacher who awarded the Unit result and a third member who may be a non-teacher member of the School Council

The student must lodge the appeal, **in writing**, to the Principal within fourteen (14) days of receiving the Unit results.

The appeals committee must consider all records relating to the case and may interview the student.

The student must be notified, **in writing**, of the decision within fourteen (14) days of being interviewed.

There is no appeal to the VCAA over decisions about Non-Satisfactory completion of Units.

Plans and drafts shown to the teacher after the submission date will not be considered.

A student's intention to appeal must be received, **in writing**, at the VCAA within 14 days of the Principal's written notification to the student. A student wishing to appeal a decision should consult with the VCE Co-ordinator who will provide the student with the relevant information from the VCE Handbook.

Review and Statistical Moderation

The General Achievement Test (GAT)

The GAT is a test that measures the level of general achievement that students have accomplished across 3 broad areas:
- written communication
- maths/science/technology
- humanities/arts/social sciences

The GAT is used for statistical moderation of school scores. It is important to realise that the GAT applies only to school-assessed tasks (in Art, Visual Communication & Design, Food & Technology, Design & Technology (Metals & Wood)) and to school assessed coursework where it will improve the reliability of the statistical moderation process.

Teachers in awarding the original school SAT grades have no knowledge of how students have performed in the GAT and, consequently, student work is graded solely on the basis of "Criteria for the Award of Grades" for each school-assessed task.

Who Has to Sit the GAT?

All students undertaking a Unit 3 and 4 study must sit the GAT. Students who undertake a Unit 3 & 4 sequence in their first year of VCE (year 11) will need to sit the GAT in each year of their VCE. It is important that students perform as well as they can to ensure reliability of assessments.

When is the GAT Scheduled?

In 2023, the GAT was scheduled for June 15th. We expect the GAT to be held at a similar point in the year, in 2024. The GAT is held at the same time for all students in the State. The test centre is set up by the College and is supervised by VCAA supervisors.

How Does the GAT Work?

The overall level and spread of scores submitted by a school in each study will be compared with that which would be expected on the basis of the students' GAT scores. If the school's distribution of scores is within a specified tolerance band the school's grades will be confirmed. If they fall outside the tolerance band schools will be required to submit students' work to the VCAA for review. External assessors will mark the students work. Studies of less than five students will automatically be reviewed.

Statistical Moderation

To ensure comparability of school assessments of coursework from different schools the Board will apply statistical procedures to each group of students in each study. Statistical Moderation compares coursework assessments with examination grades. The GAT will only be used in studies where it improves the reliability of the process. The moderation procedures, applied to each study, set the top moderated score equal to the top examination score and the median and quartiles of the moderated scores equal to the median & quartiles of the examination scores. The moderation process aims to make the mean (average) of the moderated scores as close as possible to the mean of the external scores. The procedure is then applied to the school's coursework score for each student to obtain their moderated coursework score.

It is important to note that the moderation process does not change the school's rank order of school-assessed coursework, but may change the level and spread of student scores.

The most important point for students to note is that initial coursework and school-assessed task scores may be changed as a result of statistical moderation or comparison with the GAT.

Results

Reporting of Student Progress

Year 11

At the end of semester 1(mid-year), and at the end of semester 2, students will receive Unit reports compiled by their Unit teachers. The VCAA will forward a "Statement of Results" in December indicating those Units for which students have gained an "S" or "N".

Year 12

At the end of Semester 1 students will receive Unit reports as per Year 11. Throughout the year students will receive marks on individual coursework tasks. These marks will provide an indication of student progress. Individual coursework marks will be added to give a total score for coursework in each study. These total scores will then be moderated against the examination grades. Hence, it is important to note that coursework marks are not final and may change as a result of statistical moderation. Similarly, scores received for school-assessed tasks will be monitored using the GAT and may be reviewed by external assessors.

Study Scores

The VCAA issues a VCE results certificate at the completion of the year. Each unit is reported as being completed satisfactorily ("S") or not satisfactorily ("N").
For all Unit 3 & 4 studies, a study score (relative position) is also calculated and is based on scores from coursework or school-assessed tasks and examinations. The maximum study score is 50. The study score indicates how the student performed in relation to others who took the study in the State of Victoria. Study scores of 23-37 indicate a student is in the middle range. A study score above 37 indicates the student is in the top 15 per cent of students in this study. Where the study score is less than 20, the score will be reported as <20.
NOTE: To receive a study score, students must score in at least two of the three assessments (ie. coursework, school-assessed tasks or examinations) in that study and receive "S" for both units 3 & 4 in the same year.

(ATAR) – Australian Tertiary Admission Rank

The ATAR is a student's percentile ranking, giving their comparative placement in the population of all VCE candidates in that year, based on VCE results.
The ATAR ranks students on a scale from 0 to 99.95, in .05 intervals. There are about 20 candidates on each interval. An ATAR of 75.00 = overall result equal to or better than 75% of VCE candidates in that year.
For most courses, having an ATAR is a basic requirement of eligibility for selection for students completing the VCE. Without the ATAR students are not eligible for selection. Since the ATAR is based on coursework, school-assessed tasks or examination grades, it is therefore important that students complete all work to the best of their ability.

An ATAR is only provided to students who have
- satisfactorily completed the VCE;
- VCE study scores in English and at least 3 other 3/4 studies; and
- submitted preferences to VTAC.

The ATAR is derived from the student's study scores in each unit and is calculated by taking into account your score in English, plus your next best three other scores, plus 10% of your 5th and 6th study scores.

(VTAC) - Victorian Tertiary Admissions Centre Procedures

Each year, VTAC publishes important information outlining entry requirements for University and TAFE courses. This information is published online via the VTAC website. Students need to check this information and will be counselled on course selection. Students must ensure all *prerequisite studies* and #special requirements are fulfilled for both the INSTITUTION AND THE COURSE being considered. Year 12 students will then be required to make their selections via the VTAC website by the due date, usually in late September at a small cost to the student applying.

Prerequisites are Units which you must have completed satisfactorily before you can be considered for selection into particular Tertiary Courses.

#Special requirements are "additional" procedures you must undertake for certain courses. Failure to fulfil a "Special Requirement" will rule you ineligible for that course even if your ATAR is high enough. "Special Requirements" can range from attending an Open Day, completing a Supplementary Information form or attending a Briefing Session. It is important to examine all possible courses you might apply for, *including* those you might add to your list in December, for any "Special Requirements".

Is There Any Penalty if I Repeat Year 12?

There is no penalty for taking more than one year to accumulate studies or for repeating individual studies

THE VICTORIAN CERTIFICATE OF EDUCATION – VOCATIONAL MAJOR (VCE VM)

Within the VCE, there is the option to undertake the VCE VM. The VCE VM is a 2-year vocational and applied learning program that aims to equip students with the skills, knowledge, confidence and agency needed, to prepare for the world of work and further education and training.

Students who do the VCE VM are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing Year 12.

To be awarded the VCE VM, students must successfully finish at least 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours)
- 3 unit 3–4 sequences other than Literacy or English.

Students can include other VCE studies or VET in their course where timetabling allows.

While VCE VM studies require students to demonstrate satisfactory completion of outcomes through the completion of school set tasks, the tasks set are not scored assessment. VCE VM subjects do not provide a study score or contribute to an ATAR. Other than the GAT, VCE VM students are not required to undertake external assessments or examinations.

VOCATIONAL EDUCATION AND TRAINING (VET)

VET is a nationally recognised training program being provided to senior secondary students throughout Australia. VET can be undertaken as a VET subject or by way of a School Based Apprenticeship.

VET enables students to complete a nationally accredited and industry recognised certificate course while studying for their VCE. Generally, students complete a VET course over a two year period in conjunction with their other VCE studies.

VET units contribute to satisfactory completion of the VCE, and VET studies at Unit 3 – 4 level make a contribution to the ATAR score, either by way of a study score or as an increment.

Successful students receive both their VCE and TAFE certificates.

At Yarrawonga College P-12, in 2024 we are offering the following VET programs:

- Building and Construction (Carpentry)
- Engineering Studies
- Hospitality
- Music Industry (Performance)

Through an arrangement with Sacred Heart College, students can also access

- Allied Health

There will be a cost associated with VET courses to cover the auspicing and delivery fees charged by TAFE and any materials cost.

A range of other certificates can be completed by way of a School Based Apprenticeship or part time enrolment with another provider (generally TAFE).

GO TAFE will offer the following VET courses in 2024, which Yarrawonga College P-12 students may apply to undertake.

- Animal Studies - Equine - Agriculture - Beauty - Hairdressing - Automotive - Engineering - Building	- Plumbing - Art & Design - IT - Business - Early Childhood - Education - Community Services - Health - Cookery

More information about this option can be found at the following website.
https://www.gotafe.vic.edu.au/courses/vet-delivered-to-secondary-students-vetdss

School Based Apprenticeships

The School Based Apprenticeship Program for secondary school students is open to students 15 years of age or over who are permanent residents of Australia. The program involves the student undertaking their VCE as well as being employed and trained under the following arrangements:

- Studies selected by student
- A training agreement registered with the Office of Employment, Training and Tertiary Education (ETTE)
- A negotiated training program leading to a nationally recognised qualification
- Paid work under some form of industrial agreement that endorses Part-time Apprenticeships, such as a Federal Industrial Award, Australian Workplace Agreement (AWA) or Certified Agreement (CA)

School Based Apprenticeship programs generally provide the same contribution to the VCE as their related VET in the VCE programs. That is, students enrolled in School Based Apprenticeships gain units towards satisfactory completion of the VCE and at Unit 3-4 level make a contribution to the ATAR by way of an increment.

The following School Based Apprenticeships are examples of programs previously approved for the VCE. This list is provided to illustrate the range of options available. Please be aware, this is an area subject to constant change in availability and in certificate details.

- Certificate II in Agriculture
- Certificate II in Allied Health Assistance
- Certificate II and III in Automotive (a range of options within these)
- Certificate II in Business (Office Administration)
- Certificate III in Community Services (Aged care or Community Work)
- Certificate II in Engineering Production
- Certificate II in Food Processing (General Foods, Dairy Processing, Fruit and Vegetables, Confectionary) OR (Retail Baking) OR (Wine)
- Certificate II in Horticulture
- Certificate II in Hospitality (operations)
- Certificate III in Information Technology (General) OR (Software Applications) OR (Network Administration)
- Certificate II in Retail Operations
- Certificate II in Sport and Recreation (Fitness or Community Recreation or Outdoor Recreation or Career Oriented Participation or Sport Officiating)
- Certificate II in Seafood Industry (Aquaculture or Fishing Operations or Seafood Processing or Sales & Distribution)

WORK PLACEMENT

Students have the opportunity to complete a work placement for one day per week with an employer, whilst also completing their VCE.

The aim of the Work Placement Program is to introduce students to the workplace and attempt to assist them develop a specific vocational focus.

Work Placement can be a valuable experience for many students, providing quite different outcomes for different students. Some of the positive outcomes of work placement over the years have been:

- The program provides students with an opportunity to gain skills and knowledge in the job

- The program often leads to full time employment, or part time employment.

- The program assists students in deciding what they want to do when they leave school

- The program often places a student's school studies in perspective and they tend to be more motivated and perform better at school

- The program helps to maintain a student's interest in their schooling

- The program highlights the need for education if students are to pursue certain careers

Students, who select to undertake Work Placement, need to select a VET subject, the VCE unit Industry and Enterprise, or Work Related Skills. This allows students to get credit for their work placement as a major component of these units is the work placement. This also enables the student to complete one day per week of work with minimum disruption to their other studies.

The student is required to complete a logbook as part of the program and will receive an Employer's report at the end of each semester.

It is the responsibility of the student to investigate and find a suitable and agreeable employer as soon as is possible, although the College can provide assistance with this where required.   Students are employed under the Structured Work Placement arrangements.

<u>**UNIT DESCRIPTIONS**</u>

<u>**Accounting**</u>

Unit 1: The role of Accounting in business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors**.**

Unit 2: Accounting and decision-making for a trading a business

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

Unit 3: Financial accounting for a trading business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

Unit 4: Resording, reporting, budgeting and decision-making

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report. Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.

Biology

Unit 1: How do organisms regulate their functions?

Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

Unit 2: How does inheritance impact on diversity?

Students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

Unit 3: How do cells maintain life?

Students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue. Examples of investigation topics include, but are not limited to: discovery and development of the model of the structure of DNA; proteomic research applications; transgenic organism use in agriculture; use, research and regulation of gene technologies, including CRISPR-Cas9; outcomes and unexpected consequences of the use of enzyme inhibitors such as pesticides and drugs; research into increasing efficiency of photosynthesis or cellular respiration or impact of poisons on the cellular respiration pathway.

Unit 4: How does life change and respond to challenges over time?

Students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

Students demonstrate and apply their knowledge of how life changes and responds to challenges through investigation of a selected case study, data analysis and/or bioethical issue. Examples of investigation topics include, but are not limited to: deviant cell behaviour and links to disease; autoimmune diseases; allergic reactions; development of immunotherapy strategies; use and application of bacteriophage therapy; prevention and eradication of disease; vaccinations; bioprospecting for new medical treatments; trends, patterns and evidence for evolutionary relationships; population and species changes over time in non-animal communities such as forests and microbiota; monitoring of gene pools for conservation planning; role of selective breeding programs in conservation of endangered species; or impact of new technologies on the study of evolutionary biology.

Business Management

Unit 1: Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

Unit 2: Establishing a business

This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years.

Unit 3: Managing a business

In this unit students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives, and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years.

Unit 4: Transforming a business

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of effective management and leadership in change management. Using one or more contemporary business case studies from the past four years, students evaluate business practice against theory.

Chemistry

Unit 1: How can the diversity of materials be explained?

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy. Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.

Unit 2: How do chemical reactions shape the natural world?

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

Unit 3: How can design and innovation help to optimise chemical processes?

The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment. Students analyse and compare different fuels as energy sources, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled. They conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

Unit 4: How are carbon-based compounds designed for purpose?.

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity. Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.

Applied Computing

Unit 1

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

Students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. Students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology

Unit 2

In this unit students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

Students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. Students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

Unit 3: Data analytics

In this unit students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding
of the analysis, design and development stages of the problem-solving methodology.

Students respond to teacher-provided solution requirements and designs. Students develop data visualisations and use appropriate software tools to present findings. Appropriate software tools include database, spreadsheet and data visualisation software.
Students propose a research question, prepare a project plan, collect and analyse data, and design infographics or dynamic data visualisations.

Unit 4: Data analytics

In this unit students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

Students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, into infographics or dynamic data visualisations, and evaluate the solutions and project plan. Students investigate security practices of an organisation. They examine the threats to data and information, evaluate security strategies and recommend improved strategies for protecting data and information.

Drama

Unit 1

In this unit students study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories. Students examine storytelling through the creation of solo and/or ensemble devised performance/s, and manipulate expressive skills in the creation and presentation of characters. They develop an awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance style/ s. Students also gain an awareness of how performance is shaped and given meaning. They investigate a range of stimulus material and learn about stagecraft, theatrical conventions and performance styles from a range of social and cultural contexts.

Unit 2

This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context. Students use a range of stimulus material in creating performance and examine performance styles from a range of cultural and historical contexts. Theatrical conventions appropriate to the selected performance styles are also explored. Student knowledge of how dramatic elements are enhanced or manipulated through performance is further developed in this unit.

Unit 3

This unit focuses on non-naturalistic devised ensemble drama. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions and work collaboratively to devise, develop and present an ensemble performance. Students use and manipulate dramatic elements, conventions, performance and expressive skills, performance styles and stagecraft in non-naturalistic ways to shape and enhance the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Unit 4

Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions. They develop skill in extracting dramatic potential from stimulus material and use dramatic elements, conventions, performance styles and performance and expressive skills to develop and present a short solo performance. These skills are further developed as students create a devised solo performance in response to a prescribed structure. Students also document and evaluate the stages involved in the creation, development and presentation of a solo performance.

English

Units 1 – 4

The study of English empowers students to read, write, speak and listen in different contexts. VCE English and English as an Additional Language (EAL) prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

Food Studies

Unit 1: Food origins
This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.
Students also investigate Australian indigenous food prior to European settlement and how food patterns have changed over time. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns.

Unit 2: Food makers
In this unit students investigate food systems in contemporary Australia, exploring both commercial food production industries and food production in small-scale domestic settings. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Unit 3: Food in daily life
This unit investigates the many roles and everyday influences of food. Students explore the science of food – they consider the physiology of eating, the microbiology of digestion and appreciating food. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. Students analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.
Students also investigate how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Unit 4: Food issues, challenges and futures
In this unit students examine debates about global and Australian food systems. Students focus on issues related to the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land.
Students also investigate individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. Students' food production repertoire reflects the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

Geography

Unit 1: Hazards and disasters

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Unit 2: Tourism

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. The study of tourism at local, regional and global scales emphasises the interconnection within and between places. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism. Students undertake fieldwork in this unit and report on fieldwork using the structure provided.

Unit 3: Changing the land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Students investigate major processes that are changing land cover in many regions of the world. Students investigate the distribution and causes of these processes. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change. Students undertake fieldwork and produce a fieldwork report using the structure provided

Unit 4: Human population – trends and issues

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to economic, social, political and environmental conditions.

Health and Human Development

Unit 1: Understanding health and wellbeing

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area

Unit 2: Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Unit 3: Australia's health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs.

Unit 4: Global health and human development

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

History

Unit 1: Change and Conflict

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

Unit 2: The Changing World Order

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

Unit 3 & 4: Australian history

In Units 3 and 4 Australian History, students develop their understanding of the foundational and transformative ideas, perspectives and events in Australia's history and the complexity of continuity and change in the nation's story.

The study of Australian history is considered both within a national and a global context, particularly Aboriginal and Torres Strait Islander peoples and culture, a colonial settler society within the British Empire and as part of the Asia-Pacific region. Students come to understand that the history of Australia is contested and that the past continues to contribute to ongoing interpretations, debates and tensions in Australian society.

Students explore the factors that have contributed to Australia becoming a successful multicultural and democratic society. Throughout this study, students examine and discuss the experiences, perspectives and historical interpretations of Indigenous as well as non-Indigenous people.

In Units 3 and 4, students construct arguments about the past using historical sources (primary sources and historical interpretations) as evidence to analyse the continuities and changes, and evaluate the extent to which change occurred in the lives of Australians. Students investigate the significant turning points and trends in Australia's past to identify the causes, patterns, direction, pace, depth and impact of continuity and change in society. They consider the extent to which events, ideas, individuals, groups and movements contributed to, influenced and/or resisted change. They consider competing historical interpretations, debates and the diverse perspectives of people at the time and how they may have changed while others may have remained the same.

In developing a course, teachers select two historical investigations to be studied, one for Unit 3 and one for Unit 4 from the list below

- From custodianship to the Anthropocene (60,000 BCE–2010)
- Creating a nation (1834–2008)
- Power and resistance (1788–1998)
- War and upheaval (1909–1992).

Unit 3 and 4: Revolutions

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Students construct an argument about the past using historical sources (primary sources and historical interpretations) as evidence to analyse the complexity and multiplicity of the causes and consequences of revolution, and to evaluate the extent to which the revolution brought change to the lives of people. Students analyse the different perspectives and experiences of people who lived through dramatic revolutionary moments, and how society changed and/or remained the same. Students use historical interpretations to evaluate the causes and consequences of revolution and the extent of change instigated by the new regime. In developing a course, teachers select two revolutions to be studied, one for Unit 3 and one for Unit 4 from the list below

- The American Revolution
- The French Revolution
- The Russian Revolution
- The Chinese Revolution.

Legal Studies

Unit 1 – Guilt and liability

Laws, including criminal law, aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order. When a criminal law is broken, a crime is committed which is punishable and can result in criminal charges and sanctions. In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

Unit 2 – Sanctions, remedies and rights

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

Unit 3 – Rights and justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit, students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases. Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Unit 4 – The people and the law

The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Literature

Unit 1

In this unit, students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text. Students closely examine the literary forms, features and language of texts. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text.

Students also explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping. Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and they experiment with the assumptions and representations embedded in the texts.

Unit 2

In this unit, students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation. Students examine representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts and the ways in which these texts present voices and perspectives that explore and challenge assumptions and stereotypes arising from colonisation. Students acknowledge and reflect on a range of Australian views and values (including their own) through a text(s). Within that exploration, students consider stories about the Australian landscape and culture.

Students also focus on the text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text. Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance. Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

Unit 3

In this unit students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text.

Students also explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text.

Unit 4

In this unit students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure.

Students also focus on a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. Students consider literary forms, features and language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.

Media

Unit 1: Media forms, representations and Australian stories

In this unit, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students analyse how representations, narratives and media codes and conventions contribute to the construction of the media realities that audiences read and engage with. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. They develop research skills to investigate and analyse selected narratives, focusing on the media professionals' influence on production genre and style. They experience the voices and stories of Aboriginal and Torres Strait Islander creators to gain an understanding and appreciation of how their stories contribute to our cultural identity.

Unit 2: Narrative across media forms

In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, digital streamed productions, audio news, print, photography, games and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society; design, production and distribution of narratives in the media; and audience engagement, consumption and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Unit 3: Media narratives, contexts and pre-production

In this unit, students explore stories that circulate in society through a close analysis of a media narrative. Students consider the use of codes and narrative conventions to structure meaning and explore the role these play in media narratives. Through the close analysis of a media narrative, students develop media language and terminology and a deeper understanding of how codes and narrative conventions are combined in a narrative. They study how social, historical, institutional, culture, economic and political contexts may influence the construction of media narratives and audience readings.Through the study of a media narrative, students explore specific codes and narrative conventions and begin the process of research to support their understanding of how they can adopt and employ these techniques in their own works. They investigate a media form that aligns with their interests and intent, developing an understanding of the codes and narrative conventions appropriate to audience engagement, consumption and reception within the selected media form. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They explore and experiment with media technologies to develop skills in their selected media form, and reflect on and document their progress. Students undertake pre-production planning appropriate to their selected media form and develop written and visual planning documents to support the production and post-production of a media product in Unit 4.

Unit 4: Media production: agency and control in and of the media

In this unit students focus on the production and post-production stages of the media production process, bringing the pre-production plans created in Unit 3 to their realisation. Students refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. Students view a range of media products that demonstrate a range of values and views, and they analyse the role that media products and their creators play within the contexts of their time and place of production. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

Mathematics

Before selecting a Mathematics unit, students should consult with their Maths teacher and discuss their maths choice.

General Mathematics Units 1–4
General Mathematics units provide for the study of non-calculus and discrete mathematics topics. They are designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important. Students who have done only Mathematical Methods Units 1 and 2 will have had access to assumed key knowledge and key skills for General Mathematics Units 3 and 4 but may also need to undertake some supplementary study.

Mathematical Methods Units 1–4
Mathematical Methods units provide for the study of simple elementary functions, transformations and combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, Science, Technology, Engineering and Mathematics (STEM), Humanities, Economics and Medicine.

Specialist Mathematics Units 1–4
Specialist Mathematics units provide for the study of various mathematical structures, reasoning and proof. The areas of study in Units 3 and 4 extend content from Mathematical Methods Units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as logic and proof, complex numbers, vectors, differential equations, kinematics, and statistical inference. They also provide background for advanced studies in mathematics and other STEM fields. Study of Specialist Mathematics Units 3 and 4 assumes concurrent study or previous completion of Mathematical Methods
Units 3 and 4.

The appropriate use of technology to support and develop the teaching and learning of mathematics will be incorporated throughout each unit and course. This will include the use of some of the following technologies for various areas of study or topics: graphics calculators, spreadsheets, graphing packages, dynamic geometry systems, statistical analysis systems and computer algebra systems.

Outdoor & Environmental Studies

(These units involve camps as well as a number of field trips. Students need to be aware of the cost and time commitments and the expectation that they catch up on missed work.)

Unit 1: Connections with outdoor environments

This unit examines some of the ways in which Indigenous peoples and non-Indigenous peoples understand and relate to nature through experiencing outdoor environments. The focus is on individuals and their personal responses to experiencing outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments, the factors that affect an individual's access to experiencing outdoor environments and how they connect with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them act sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Unit 2: Discovering outdoor environments

This unit examines some of the ways in which Indigenous peoples and non-Indigenous peoples understand and relate to nature through experiencing outdoor environments. The focus is on individuals and their personal responses to experiencing outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments, the factors that affect an individual's access to experiencing outdoor environments and how they connect with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them act sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Units 3: Relationships with outdoor environments

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia over 60,000 years. Students consider several factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in multiple experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences, students make comparisons between, and reflect upon, outdoor environments, as well as develop theoretical knowledge and skills about specific outdoor environments.

Units 4: Sustainable outdoor relationships

In this unit students explore the sustainable use and management of outdoor environments. They observe and assess the health of outdoor environments and consider the importance of this health for the future of Australian outdoor environments and the Australian population. Students examine the importance of the sustainability of human relationships with outdoor environments and the urgent need to balance human needs and the needs of outdoor environments. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable Australian outdoor environments in contemporary Australian society. Students engage in multiple related experiences in outdoor environments, conducting an ongoing investigation into the health of, and care for, these places. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments and evaluate the strategies and actions they employ. Through these practical experiences, students reflect upon outdoor environments and make comparisons between them by applying theoretical knowledge developed about outdoor environments. As global citizens, students investigate how individuals and community members take action towards promoting sustainable and healthy outdoor environments and describe possible solutions to threats facing outdoor environments and their sustainability.

Physical Education

Unit 1: The human body in motion
In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also consider strategies to minimise the risk of illness or injury to each system.

Unit 2: Physical activity, sport and society
This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Unit 3: Movement skills and energy for physical activity
This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Unit 4: Training to improve performance
In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

Physics

Unit 1: How is energy useful to society?

In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

Unit 2: How does Physics help us to understand the world?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion. Students study one of eighteen options from climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology and local physics research. Students pursue an investigation and use physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

Unit 3: How do fields explain motion and electricity?

In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

Unit 4: How have creative ideas and investigation revolutionised thinking in Physics?

In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

Product Design and Technology (Textiles)

Unit 1: Design practices

This unit focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. In doing this, they practise using their critical, creative and speculative thinking strategies. When creating their own designs, students use appropriate drawing systems – both manual and digital – to develop graphical product concepts. They also experiment with materials, tools and processes to prototype and propose physical product concepts. In this unit, students analyse and evaluate existing products and current technological innovations in product design. They achieve this through understanding the importance of a design brief, learning about factors that influence design, and using the Double Diamond design approach as a framework. In their practical work, students explore and test materials, tools and processes available to them in order to work technologically, and they practise safe skill development when creating an innovative product. This is achieved through the development of graphical product concepts and the use of prototypes to explore and propose physical product concepts.

Unit 2: Positive impacts for end users

Designers should look outward, both locally and globally, to research the diverse needs of end users. They should explore how inclusive product design solutions can support belonging, access, usability and equity. In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity. Students also explore cultural influences on design. They develop an awareness of how Aboriginal and Torres Strait Islander peoples design and produce products, how sustainable design practices care for Country, and how traditions and culture are acknowledged in contemporary designs. Students also have opportunities to make connections to personal or other cultural heritages.

Psychology

Unit 1: How are behaviour and mental processes shaped?

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

Unit 2: How do internal and external factors influence behaviour and mental processes?

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

Unit 3: How does experience affect behaviour and mental processes?

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory. Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning. Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

Unit 4: How is wellbeing developed and maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

Art Creative Practice

Unit 1: Interpreting artworks and exploring the Creative Practice

In this unit students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives. They focus on the making of art and examine how artists communicate ideas and meaning in artworks. They examine artists in different societies, cultures and historical periods and develop their own interpretations and viewpoints about the meanings and messages of artworks. They explore how artists create new ways of thinking and representation, while developing their own art practice.

Students explore the practices of artists who have been inspired by ideas relating to personal identity. They study at least three artists and at least one artwork from each of the selected artists. Students learn about the components of the Creative Practice and explore areas of personal interest to develop a series of visual responses.

Unit 2: Interpreting artworks and developing the Creative Practice

In this unit students examine artworks from different periods of time and cultures, and explore the different ways that artists interpret and communicate social and personal ideas in artworks. Students explore the collaborative practices of artists and use the Creative Practice to make and present artworks. They develop visual responses based on their investigations, exploring the way historical and contemporary cultural contexts, ideas and approaches have influenced the artworks and the practices of the artists they investigate, as well as their own art practice. Students examine the importance of the social and cultural contexts of artworks and analyse the varying social functions that art can serve. They also investigate how artworks can be created as forms of expression for specific social and cultural contexts. Students research historical and contemporary artworks and explore diverse and alternative approaches to making and presenting artworks.

Unit 3: Investigation, ideas, artworks and the Creative Practice

In this unit students use Inquiry and Project-based learning as starting points to develop a Body of Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists informs the basis of their investigation. Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist. Students research the practice of a selected artist as the starting point to develop a finished artwork.

Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice

In this unit students continue to develop their art practice through Project-based and Inquiry learning as their research and exploration continues to support the development of their Body of Work. They reflect on the feedback from their critique to further refine and resolve a Body of Work that demonstrates their use of the Creative Practice and the realisation of their personal ideas. The students present their Body of Work to an audience accompanied by documentation of their use of the Creative Practice. Students use the Interpretive Lenses to analyse and interpret the meanings and messages of artworks created by the artists they study and to investigate the practices used to create them. Applied together, these Interpretive Lenses enable students to appreciate how an artwork may contain different aspects and layers of meaning and to acknowledge the validity of diverse interpretations. Students view a range of artworks in different contexts and interpret the ideas and meanings communicated in the artworks.

Visual Communication and Design

Unit 1: Finding, reframing and resolving design problems

In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

Unit 2: Design contexts and connections

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.

Unit 3: Visual communication design practices

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices. Students study not only how designers work but how their work responds to both design problems and conceptions of good design. They interrogate design examples from one or more fields of design practice, focusing their analysis on the purposes, functions and impacts of aesthetic qualities. This exposure to how, why and where designers work, what they make and the integral role of visual language in design practice provides the foundation for students' own investigation of the VCD design process.

Unit 4: Delivering design solutions

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes. When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. Students choose how best to present design solutions, considering aesthetic impact and the communication of ideas. They select materials, methods and media appropriate for the presentation of final design solutions distinct from one another in purpose and presentation format, and that address design criteria specified in the brief.

Literacy Units 1 - 4

Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency. Texts are drawn from a wide range of contexts and be focus on participating in the workplace and community. Further to this, texts are also drawn from a range of sources including media texts, multimodal texts, texts used in daily interactions, and workplace texts from increasingly complex and unfamiliar settings. As students develop these skills, they engage with texts that encompass the everyday language of personal experience to the more abstract, specialised and technical language of different workplaces, including the language of further study. The applied learning approach of this study is intended to meet the needs of students with a wide range of abilities and aspirations.

Numeracy Units 1 - 4

Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies. This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community. The contexts are the starting point and the focus, and are framed in terms of personal, financial, civic, health, recreational and vocational classifications. These numeracies are developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

Work Related Skills Units 1 - 4

Work Related Skills examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway. The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio. Students have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).

Personal Development Skills Units 1 - 4

Personal Development Skills takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community. This study provides opportunities for students to explore influences on identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways. PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments. Through self-reflection, independent research, critical and creative thinking and collaborative action, students will extend their capacity to understand and connect with the world they live in, and build their potential to be resilient, capable citizens.

Certificate III in ALLIED HEALTH ASSISTANCE (COURSE CODE HLT33015)

This course is ideal if you are wanting to start a career in the health field. At this level you will get a taste of the health sector and operate under the direct supervision of a health professional.
This two-year course reflects the current industry expectations for the delivery of industry related training. The course will equip the student with information relevant to recent industry knowledge regarding safety, communications, environmental awareness and best practice.

The Certificate III in Allied Health Assistance is the key pathway to work as a support for Allied Health professionals, helping to implement patients' rehabilitation or maintenance therapy programs. This course is relevant to a wide range of health environments including hospitals, physiotherapy and occupational therapy and allied health practice settings.

Students who successfully complete this course are eligible for a Certificate in recognition of their studies. Part completion will generate a Statement of Attainment. The course also provides other opportunities for future studies and employment in the Health Industry.
This qualification is made up of core and 3 elective units which may include but are not limited to:
- Maintain a high standard of service
- Work with diverse people
- Recognize healthy body systems
- Participate in workplace health and safety
- Interpret and apply medical terminology appropriately
- Assist with movement

ATAR Contribution
Students wishing to receive an ATAR contribution for the scored Units 3 and 4 sequence in VCE VET Health must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study. Where a student elects not to receive a study score no contribution to the ATAR will be available for these units.

Students who receive a Units 3 and 4 sequence from electives outside the scored program may be eligible for an increment towards their ATAR. Increments for unscored VCE VET programs are calculated using 10% of the fourth study score of the primary four scaled studies.

The increment is awarded by the Victorian Tertiary Admissions Centre (VTAC). Further information can be found on the VTAC website: www.vtac.edu.au

Structured Workplace Learning

A minimum of 80 hours on the job clinical placements is a required element of the course. The timing of these placements are arranged by negotiation.

Certificate II in Building and Construction (Carpentry*)*

Certificate II in Building and Construction provides students with the opportunity to gain skills and knowledge required to gain an apprenticeship in the Carpentry sector of the building and construction industry.   Students who undertake Certificate II in Building and Construction can achieve credit for 4 VCE units as well as working towards completion of a nationally recognised TAFE Qualification.   Units 3 & 4 contribute to the ATAR by way of a 10% increment.

Possible competencies covered could include:

Work safely in the construction industry
Workplace safety and site induction
Building structures
Calculations for the construction industry
Prepare for work in the construction industry
Communication skills for the construction industry
Introduction to scaffolding and working platforms
Leveling
Quality principles for the construction industry
Safe handling and use of plant and selected portable power tools
Workplace document and plans
Carpentry hand tools
Carpentry power tools
Basic setting out
Wall framing
External Cladding
Basic environmental sustainability in carpentry

Students will be involved in a number of practical activities and projects as part of the learning process.

To undertake this course, students are required to pay a materials, equipment and auspicing contribution of approximately $200.

Certificate II in Engineering Studies

Certificate II in Engineering Studies aims to provide students knowledge and skills that will enhance their employment prospects in engineering related industries. Students who undertake Certificate II in Engineering Studies can achieve credit for 4 VCE units as well as achieving a nationally recognised TAFE Qualification. Units 3 & 4 contribute to the ATAR by way of scored assessment. Certificate II in Engineering Studies provides a pathway for students into an engineering apprenticeship.

Possible competencies covered could include:

Apply principles of Occupational Health & safety in the work environment
Develop an individual career plan for the engineering industry
Perform basic machining processes
Apply basic fabrication techniques
Use computers for engineering related work activities
Perform basic computational principles in engineering work activities
Use hand tools
Use power tools / hand held operation
Produce basic engineering sketches and drawings
Use engineering concepts to plan the manufacture of engineering components
Handle engineering materials
Produce basic engineering components and products using fabrication and machining
Additional elective units

Students will be involved in a number of practical activities and projects as part of the learning process.

To undertake this course, students are required to pay a materials, equipment and auspicing contribution of approximately $200.

VCE VET Hospitality

The VCE VET Hospitality program is designed as a two year program drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with the knowledge and skills to prepare them for a diverse range of occupations in the hospitality industry

The VCE VET Hospitality program aims to:
* provide participants with the knowledge and skills reflective of the hospitality industry
* allow students to achieve competencies that will enhance their employment prospects within a broad range of hospitality settings.
* enable participants to gain a recognised credential and to make a more informed choice of vocation or career path.

Upon successful completion of the relevant units of competence, students undertaking the VCE VET Hospitality course through Yarrawonga College P-12 will:
* be eligible for completion of the SIT20416 Certificate II in Kitchen Operations
* have gained recognition for a minimum of two VCE units at Units 1 and 2 level and a Units 3 and 4 sequence.

Students wishing to receive a study score for VCE VET Hospitality must undertake Scored Assessment. This consists of coursework tasks, and an end of year examination. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

Examples of Units of competence that might be undertaken as part of the Kitchen Operations stream include:

> Work effectively with others
> Prepare simple dishes
> Source and use information on the hospitality industry
> Use hygienic practices for food safety
> Maintain the quality of perishable items
> Participate in safe work practices
> Use food preparation equipment
> Produce dishes using basic methods of cookery
> Clean kitchen premises and equipment
> Produce appetisers and salads
> Produce stocks, sauces and soups
> Produce vegetable, fruit, egg and farinaceous dishes
> Use cookery skills effectively
> Purchase goods

VCE VET Music

Students undertaking VET Music through Yarrawonga College P-12 will be enrolled in Certificate III in Music Industry (Performance). This certificate provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry.

To gain Certificate III in Music Industry (Performance), students need to demonstrate competency in 4 core units and 7 elective units

Example Units of Competence that may be covered over the 2 year program include:

Contribute to health and safety of self and others
Implement copyright arrangements
Work effectively in the music industry
Apply knowledge of style and genre to music industry practice
Make a music demo
Develop improvisation skills
Develop and maintain stagecraft skills
Perform music as part of a group
Perform music as a soloist
Develop ensemble skills for playing or singing music
Develop technical skills in performance
Prepare for performances
Notate Music

Students wishing to receive an ATAR contribution for a Units 3 and 4 sequence from VCE VET Music must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.